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AUTHOR Baker, Ronald E.; Ostertag, Bruce A.
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ABSTRACT

In winter 1985, a survey of all California community colleges was conducted to identify and describe the types of programs and services provided by the colleges to students with developmental disabilities (DD). Questionnaires mailed to all 106 community colleges yielded a 100% response rate. Study findings included the following: (1) 44% of the colleges operated formal programs for the developmentally disabled, and 31% provided informal services for the DD students; (2) the total DD student population exceeded 7000 students, with 92% enrolled in formal programs and receiving full services; (3) DD students were enrolled in off-campus programs rather than on-campus programs at a rate of 4:1, and enrolled in non-credit programs rather than credit programs at a rate of 5:1; (4) 50% or more of the student referrals for a DD program came from parents/relatives, public schools and California's Regional Centers; and (5) 63% of the colleges administered normed, commercially available tests to program applicants. The study report concludes with six recommendations for improving DD services. Twenty-two tables supplement the text and appendices include additional tables and the survey instrument. (LAL)

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The Developmentally Disabled Student in the California Community College System

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By

Dr. Ronald E. Baker – Dr. Bruce A. Ostertag

October, 1986

Chancellor's Office, California Community Colleges

JC 860 515

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THE DEVELOPMENTALLY DISABLED STUDENT

IN THE

CALIFORNIA COMMUNITY COLLEGE SYSTEM

By

Dr. Ronald E. Baker, Coordinator
Disabled Student Services/Institutional Research
Mira Costa Community College

and

Dr. Bruce A. Ostertag, Associate Professor
Department of Special Education and Rehabilitation
California State University, Sacramento

October, 1986

Chancellor's Office
California Community Colleges

ABSTRACT

In a survey of 106 California Community Colleges, it was found that 44 percent operated formal programs for the developmentally disabled, while an additional 31 percent provided informal services for the DD students. The total DD student population exceeds 7,000 with 92 percent of these students in formal programs and receiving full-services. Of the colleges who provide services to DD students, a 4:1 ratio of DD students are in Off-campus vs. On-campus programs and a 5:1 ratio are in Non-credit vs. Credit programs. The college programs met the educational needs of DD students through a variety of ways: special classes, tutorial support, counseling and other auxilliary services.

One-half or more of the student referrals for a DD program came from parents/relatives, public schools and California's Regional Centers. Eligibility criteria for acceptance into a DD program included Intelligence Quotients and/or Aptitude Standard Scores in one-half of all formal programs; the majority of these programs used an IQ/SS parameter of 80 or below. Sixty-three per cent administered normed, commercially available tests to program applicants. Three of these tests were used by more than one-half of the respondents: the Wide Range Achievement Test - Revised; the Wechsler Adult Intelligence Scale - Revised; and the Woodcock-Johnson Psychoeducational Test Battery. Informal tests were administered to potential DD students by less than a quarter of the California Community Colleges.

Recommendation 1. It is recommended that the California Community Colleges which do not serve DD students be provided special support, assistance and encouragement to start providing services to this population. This assistance should be provided by the Chancellor's Office and/or by college peers.

Recommendation 2. It is recommended that community colleges be encouraged to offer adult non-credit classes for this population which may be in addition to public school-run adult high school programs. This encouragement may take the form of special financial incentives to operate these classes, or special awareness programs directed at upper administrators.

Recommendation 3. It is recommended that the proposed Title V definition for DD be operationalized. The state should develop identification criteria which are not based on a sole criteria such as an aptitude or IQ score.

Recommendation 4. It is recommended that all colleges use formal assessment procedures and instruments when identifying DD students.

Recommendation 5. It is recommended that a task force be formed which will develop criteria for the interface of the identification between the LD and DD programs.

Recommendation 6. It is recommended that the Chancellor's Office develop opportunities for college staffs to receive training on the various assessment instruments used to determine program eligibility. In addition, the Chancellor's Office should develop a series of workshops to train campus staffs on the entire identification and assessment procedures and how the DD procedures interface with other identification procedures such as LD and Acquired Brain Injured (ABI).

CONTENTS

	Page
Introduction	1
Background	1
Definition of Terms	4
Need for the Study	5
The Problem	6
Statement of the Problem	6
Assumptions of the Study	6
Limitations	7
Methodology	7
Results	8
Respondent Characteristics	8
Program Characteristics	8
Identification and Assessment Tools	22
Summary	39
Discussion and Recommendations	40
Selected Bibliography	43
Appendix A - Additional Tables	46
Appendix B - Formal DD Sites	53
Appendix C - Informal DD Sites	55
Appendix D - Sites Without DD Services	57
Appendix E - Questionnaire	59

THE DEVELOPMENTALLY DISABLED STUDENT IN THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

Introduction

In recent years, an expansion of postsecondary programs and services has been provided to college-age students with developmental disabilities (DD). The California Community College system has been one of the major public providers of postsecondary educational programs and services to this developmentally disabled population. These services have been provided through community services, adult non-credit and credit classes. A variety of vocational, avocational, remedial, academic programs, and special classes has been provided by many of the 105 community colleges at both on and off-campus locations and in connection with other agencies and workshops. Provision of these programs and services have been facilitated by funding from state, local, and federal sources.

The purposes of this study was to survey all of the California Community Colleges and to identify and describe the types of programs and services provided to students with developmental disabilities.

Background

A variety of public laws were enacted during the past two decades which established legislative mandates and incentives to college and agencies to provide programs and services to students with developmental disabilities. Among these were Public Law 88-210 (Vocational Education Act of 1963) which specified that 10 percent of the money received by an organization be used for disabled students. These funding provisions were continued when DD

Congress passed Public Law 90-516 (Vocational Education Act of 1968) and Public Law 98-524 (Perkins Vocational Education Act of 1984). Other laws which influenced the provisions of programs and services were Public Law 94-142 (Education for All Handicapped Children Act of 1975), Public Law 98-199 (Education of the Handicapped Act Amendments of 1983), and Public Law 93-112 (Rehabilitation Act of 1973). Section 504 of the Rehabilitation Act provides that:

> No otherwise qualified handicapped individual in the United States... shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

These Federal laws set a foundation for the State of California to pass legislation which would provide a funding base for the establishment of programs and services in the California Community Colleges. The most significant legislation was Assembly Bill 77 (Lanterman, 1976), and Assembly Bill 2670 (1978) which authorized programs and services for disabled students in the California Community Colleges. Also, these acts authorized funding for services and programs for students of all disabilities including the "Learning Disabled Limited (LDL)" student.

Since 1976, the California Community Colleges have had a funding mechanism to reimburse colleges for the direct excess costs of providing special educational services and programs to students with developmental disabilities under the classification of "Learning Disabled Limited (LDL)". This category included students who have exceptional learning needs with limited

academic potential. Their learning needs were a result of delayed educational development, incurred through maturation delays, and/or any combination of limitations, such as neurological or biochemical limitations (Title V).

In the 1985/86 school year, the Chancellor's Office of the California Community Colleges developed a new credential criteria for instructors of special education classes for the Developmentally Disabled (DD), and new administraive regulations to govern program operations. In the new administrative (Title V) regulations, the following definition was developed:

> Developmental Delayed Learners (Mental Retardation).
>
> The developmentally delayed learner exhibits the following:
>
> a) Below average intellectual functioning;
>
> b) Impaired social functioning;
>
> c) Potential for measurable achievement in instructional and employment setting;
>
> d) Behavior appropriate to the instructional and employment setting.

After public hearings, this new definition will be presented to the Board of Governors of the California Community Colleges in Fall 1986 for approval.

On June 5, 1986, new "Disabled Student Programs and Services, Instructor and Services Credential" became effective. These credentials affect both credit and non-credit classes, full-time and part-time hourly certificated instructors. The credentials have several areas of specialization including one entitled "Developmental Disabilities Specialization". Individuals who

possess this credential must have a background of training and experience in working with adult developmentally disabled individuals.

In this period of transition for Disabled Students Programs and Services in the California Community Colleges, recent changes are designed to insure that quality programs, staffed by trained professionals, will continue to provide postsecondary educational opportunities for students who are developmentally delayed learners.

Definition of Terms

1. Full-Services/Limited-Service Student. Chancellor's Office directives states that during the certification/verification process, each community college shall make a judgement as to whether each students is defined as full-service student or a limited-service student. Determination is made using the following criteria.

a. Full-service students are those students who receive one or more of the following services on a regular basis:

Transportation
Interpreting services
Reader services
Special Counseling on a regular basis
One or more special classes
Tutoring on a regular basis
Special Assessment
Speech services
Mobility assistance
Equipment maintenance

b. Limited-service student are those students who receive one or more of the following services on a short-term basis:

Issue special parking permit
Pre-registration
Minimal counseling
One class per semester
Pre-test tutoring, reading, etc.
Use of special equipment

(Reference: California Community Colleges Student Services and Specially Funded Programs, General Instructions for SS/SFPH SS-1 and SS/SFPH SS-3, Direct Excess Cost Reports.)

2. Credit Classes. A credit class is one which regular college credit or units are awarded for the completion of the class. Units from credit classes may be used toward completion of Associate degrees and certificates of competencies.

3. Non-Credit Classes. A non-credit class is an adult education or high school diploma class. Units earned from non-credit classes cannot be applied toward an Associate degree or certificate of competencies. Units from non-credit classes may apply toward the completion of a standard high school diploma.

4. On-Campus Services. Services which are provided at the main campus or a regular college center are considered on-campus services.

5. Off-Campus Services. Services which are provided at an off-campus location are considered off-campus services. Off-campus locations include facilities which are not owned by the colleges and which are rented or leased by the college for educational purposes.

Need for the Study

A study describing the latest information in California Community Colleges programs for Developmentally Disabled (DD) students was necessary for reasons of accountability and program improvement. Inconsistencies in programming throughout the state have led to confusion and, in some few cases, charges of non-compliance with state and Chancellor Office mandates. It was also feasible that programs could be in compliance with the law and

yet not be providing appropriate services for their DD students. A comprehensive description of present programs would provide information which could be beneficial for the post-secondary DD student. This study could lend itself as a resource for the Chancellor's Office, administrators of DD programs, specialists working with DD students, and college instructors of special education. Additionally, the accumulated data could serve as a possible reference point for future studies.

The Problem

The problem of this research was to identify and describe the programming used in California Community Colleges to meet the needs of students considered Developmentally Disabled. These programs were explored according to the areas of: characteristics, identification, and assessment tools.

Statement of the Problem

More specifically, the problem examined programming for DD students by determining answers to the following questions:

1. What organization characteristics were evident?
2. How were DD students identified?
3. What assessment tools were used for identification and diagnostic purposes?

Assumptions of the Study

Several basic assumptions formed the basis for the questions of this study. First, there was no official coordinated programming between community college districts in the areas of assessment strategies, content and priorities, and identification procedures for DD programs. Second, the expertise of specialists working with DD students was, generally, quite pro-

fessional, but not all community colleges had specialists available in their programs. Many DD students were being served by staff unfamiliar with and/or not certified in the area of developmental disabilities. Third, though community college DD programming was not mandated state-wide, there was a commonality of teaching techniques, tools, and administration. This assumption was based upon the belief that specialist training through graduate college coursework stressed somewhat similar instruction in this field. Most specialists of the DD have been instructed with covergent methods, texts, and assessment tools.

Limitations

The following limitations should be taken into account in this study. In all cases, the usual error factors that occur in any research existed, such as inadvertent inaccuracies and misinterpretation of question content by respondents. These error factors may derive from:

1. Personal interviews based upon a written questionnaire were used to collect a representative portion of the data.
2. A mailed questionnaire was used to collect the bulk of data.
3. Other records, documents, and statistics were used to formulate this investigation.
4. The processing of the obtained data.
5. Many developmental disability theories were relatively new and unproven. The lack of longitudinal studies to support these theories limited the utility of this research.

Methodology

A questionnaire was developed and field tested through personal interviews. This selected group of college personnel examining the questionnaire indicated an understanding of the questions; therefore no significant item modifications were made.

With the clarity of the questionnaire confirmed, the questionnaire was

mailed to all the public California Community Colleges. In total, 105 community colleges were contacted. The study was conducted during January and February, 1985.

Results

One-hundred-and-five colleges out of the total 105 participated in this study for a return of 100 percent. The Community College Chancellor's Office and the California Association of Post-Secondary Educators for the Disabled (CAPED) assisted in obtaining the high return by requesting every college to respond.

Respondent Characteristics

Seventy-two percent of the respondents identified themselves as the Handicapped Program Coordinator. Learning Disabilities Specialists accounted for 12 percent of the respondents while the remaining 16 percent were almost equally divided between DD Specialist Instructors, Psychologists, Counselors, Aides and DD Specialist Coordinators. See Appendix A, Table 23, for the position titles of all respondents.

Program Characteristics

Table 1 indicates the type and size of programming at the California Community Colleges for Developmentally Disabled (DD) students. Respondents self-designated their programs into as formal or informal categories. Formal programs were defined as having: 1) a DD specialist; 2) standard identification procedures for each student; 3) and the option of offering special instruction or classes for DD students. With these guidelines, 46 of the responding colleges said they had formal programs. Thirty-three colleges stated they operated some type of services for DD students other than a formal program. The remaining 26 colleges did not officially serve

TABLE 1: Programs at California Community Colleges for Developmentally Disabled (DD) Students

Type of Program for DD	Colleges With DD Programs		DD Students In Programs	
	N	%	N	%
Formal [a]	46	43.8	6,487	92.2
Informal [b]	33	31.4	438	6.2
None [c]	26	24.8	109	1.6
Total	105	100.0	7,034	100.0

[a]Formal Programs include: special class or tutoring instruction, standard identification process, DD specialist, other supportive services

[b]Informal programs include: limited special and/or supportive services

[c]No special program available for DD students

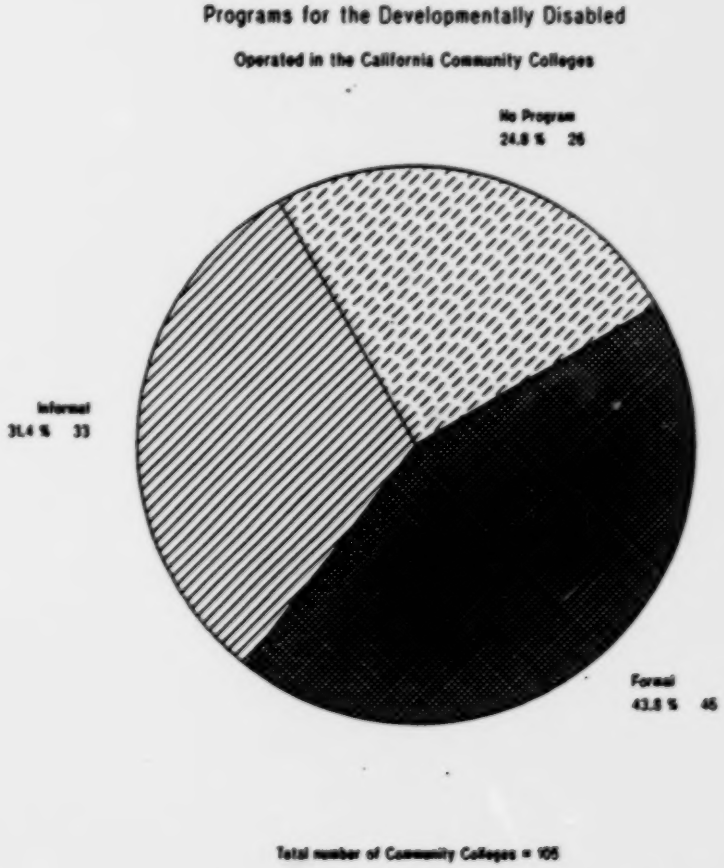
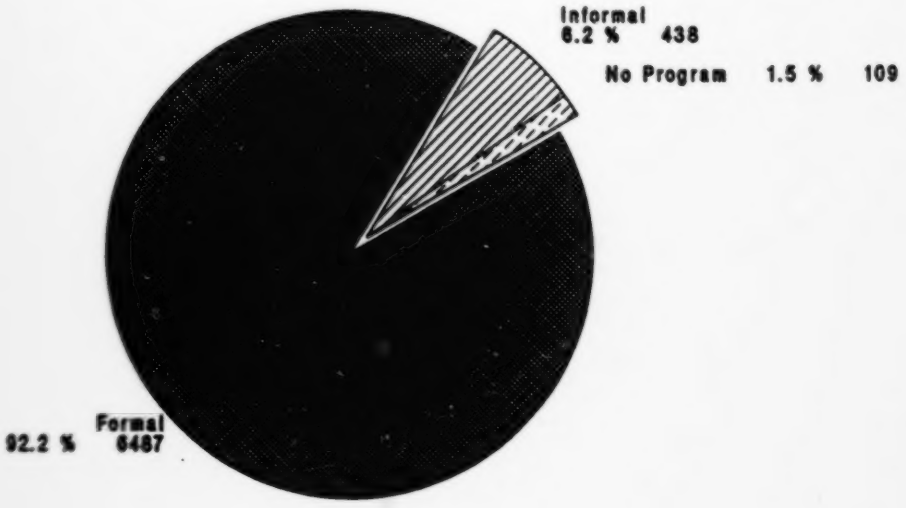


TABLE 1 : Supplement

Developmentally Disabled Students Served
in the California Community Colleges



7,034 Total Students Served

DD students in any special capacity, though 10 of these campuses did submit a claim and served DD students through their Learning Disabilities Average (LDA), Learning Skills Center, or regular programs. See Appendices B, C and D for a listing of those specific formal, informal and nil DD programs. In summary, many DD students are now receiving services in approximately 75 percent of California's Community Colleges.

The DD program population totals approximately 7,034 students. Of these students, 92.2 percent are served by formal DD programs and over six percent are served by informal DD programs. The remaining DD students, almost two percent, are served in some capacity by community colleges without special programming. Tables 2 and 3 indicate the extent to which these students receive full- and/or limited-services. Over 92 percent (6,504) of all DD

students receive full-services as compared to approximately eight percent (530) who receive limited-services. Forty-seven community colleges provide these full-services, three colleges provide limited-services, and 35 campuses offer a combination of full-/limited services.

The Developmentally Disabled (DD) student receives these services both On- and Off-campus. Seventy-two colleges have On-campus services for DD students, 32 colleges have Off-campus services; of these, 27 colleges offered both On-/Off-campus services (see Table 4). However, colleges have almost a 4:1 ratio of DD students in the Off-campus vs. On-campus programs (see Table 5). Additionally, DD students are in Non-credit programs vs. Credit programs by a better than 5:1 ratio (see Tables 6 and 7). Only five California Community Colleges are delivering services to 97 DD students who are concurrently being served by the public school (K-12th) system (see Appendix A, Table 24).

Identified DD students in Formal and Informal programs had their educational needs met through a variety of ways. College programs include special classes, tutorial support, counseling and other auxilliary services. As illustrated by Table 8, On-campus DD students are given Personal Counseling by 48 colleges, Tutorial Support for Academic Courses and Academic Counseling on 47 campuses each, and Special Reading Instruction by 40 colleges. The next largest group of services include Career Counseling (39), Special Math Instruction (37), Adaptive Physical Education (36) and Learning Center Remediation (35). The largest Off-campus services are Social Skills Training (25), Independent Living Skills Instruction (25) and Job Readiness Training (21). It should be noted, as indicated in the previous paragraph, that the great majority of DD students are enrolled in these Off-campus services.

TABLE 2: California Community Colleges Claiming Full and/or Limited Services for Developmentally Disabled (DD) Students

Type of Program for DD	Colleges Offering DD Services: Full Services Only N	%	Limited Services Only N	%	Both Full and Limited Services N	%	Claimed No Services N	%	Total N	%
Formal	26	55.3	0	0.0	19	54.3	1	5.0	46	43.8
Informal	15	31.9	1	33.3	14	40.0	3	15.0	33	31.4
No Program	6	12.8	2	66.7	2	5.7	16	80.0	26	24.8
Total	47	100.0	3	100.0	35	100.0	20	100.0	105	100.0

TABLE 3: Developmentally Disabled (DD) Students Receiving Full and Limited Services in California Community Colleges

Type of Program for DD	DD Students Receiving Services					
	Full Services		Limited Services		Total	
	N	%	N	%	N	%
Formal	6,133	94.3	354	66.8	6,487	92.2
Informal	289	4.4	149	28.1	438	6.2
No Program	82	1.3	27	5.1	109	1.6
Total	6,504	100.0	530	100.0	7,034	100.0

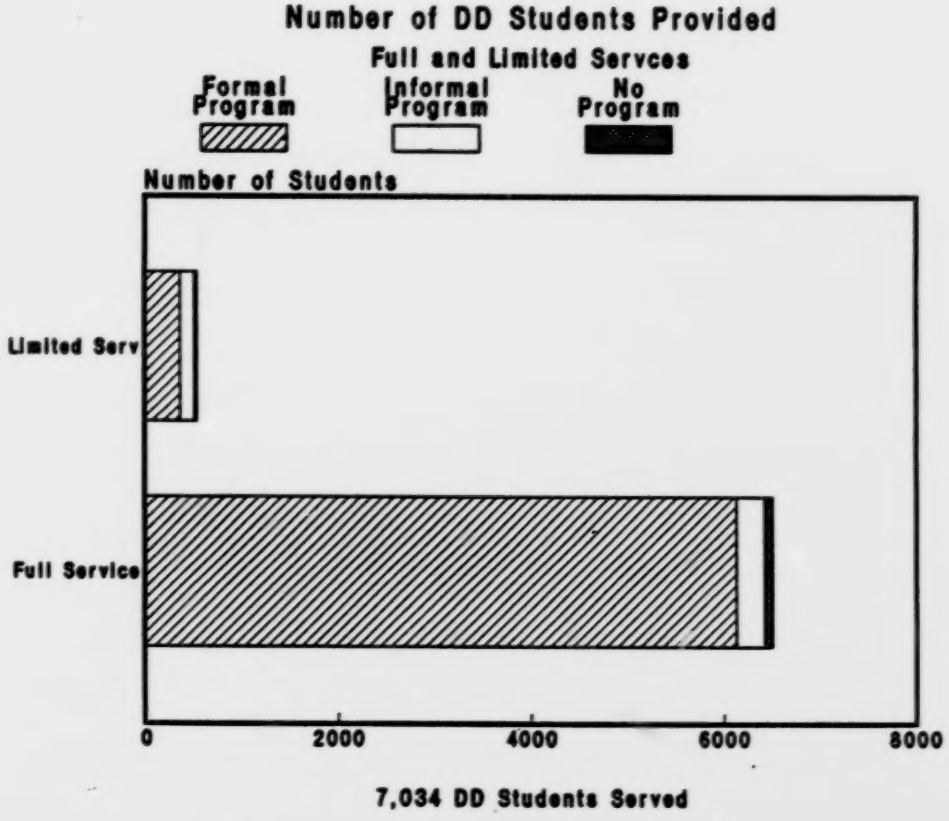


TABLE 4: California Community Colleges That Offer On- and Off-Campus Services for Developmentally Disabled (DD) Students

Type of Program for DD	Colleges With On-Campus DD Services		Colleges With Off-Campus DD Services		Colleges With Both On- and Off-Campus Services	
	N	%	N	%	N	%
Formal	36	50.0	29	90.6	24	88.9
Informal	32	44.4	3	9.4	3	11.1
No Program	4	5.6	0	0.0	0	0.0
Total	72	100.0	32	100.0	27	100.0

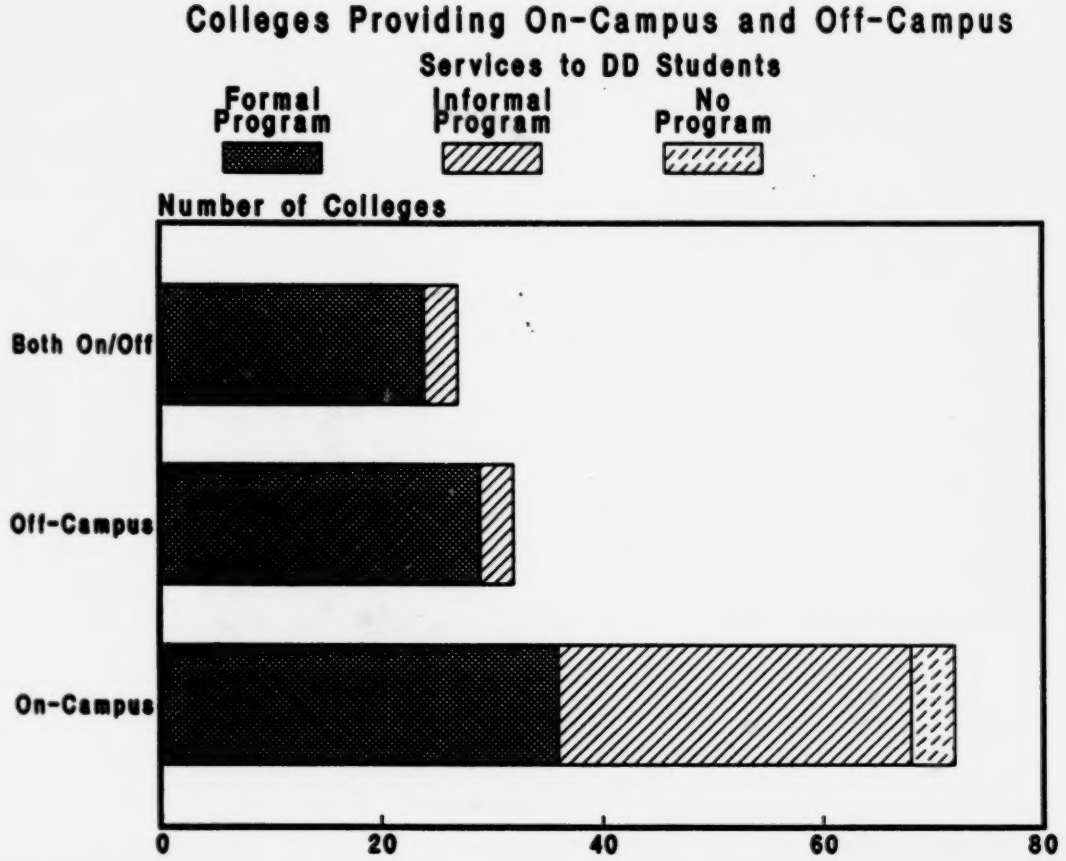


TABLE 5: Developmentally Disabled (DD) Students Receiving On- and Off-Campus Services in California Community Colleges

Type of DD Program	DD Students in On-Campus Services		DD Students in Off-Campus Services		Total DD Students in On-/Off-Campus Services	
	N	%	N	%	N	%
Formal	1,024	72.1	4,050	97.3	5,074	90.9
Informal	384	27.0	112	2.7	496	8.9
No Program	13	0.9	0	0.0	13	0.2
Total	1,421	100.0	4,162	100.0	5,583	100.0

TABLE 6: California Community Colleges That Offer Credit and Non-Credit Classes for Developmentally Disabled (DD) Students

Type of Program for DD	Colleges With Credit Courses for the DD		Colleges With Non-Credit Courses for the DD		Colleges With Both Credit and Non-Credit Courses for the DD	
	N	%	N	%	N	%
Formal	29	47.5	31	75.6	19	70.4
Informal	28	45.9	9	22.0	8	29.6
No Program	4	6.6	1	2.4	0	0.0
Total	61	100.0	41	100.0	27	100.0

TABLE 7: Developmentally Disabled (DD) Students Participating in Community College Credit/Non-Credit Programs

Type of DD Program	DD Students in College Credit Programs		DD Students in College Non-Credit Programs		Total DD Students in College Credit and Non-Credit Programs	
	N	%	N	%	N	%
Formal	655	67.4	5,396	97.1	6,051	92.7
Informal	307	31.6	158	2.8	465	7.1
No Program	10	1.0	3	0.01	13	0.2
Total	972	100.0	5,557	100.0	6,529	100.0

TABLE 8: Means by Which Developmentally Disabled (DD) Students Are Assisted in Formal and Informal Programs

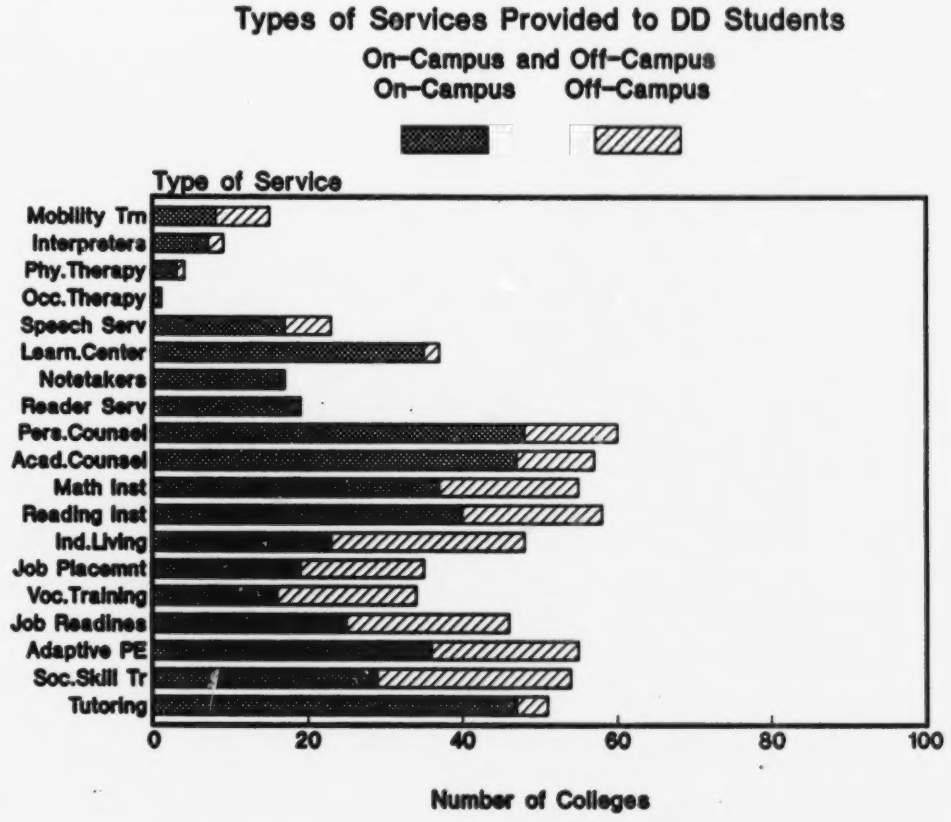
Type of Service	Colleges With Formal Program for DD Students[a]		Colleges With Informal Program for DD Students[b]		Total Responses[c]	
	On-Campus	Off-Campus	On-Campus	Off-Campus	On-Campus	Off-Campus
Tutorial Support for Academic Courses	24	3	19	1	47	4
Social Skills Training	22	24	7	1	29	25
Job Readiness Training	16	20	9	1	25	21
Vocational Training	10	17	6	1	16	18
Job Development/ Placement Services	11	15	8	1	19	16
Independent Living Skills Instruction	18	25	5	--	23	25
Special Reading Instruction	26	17	12	1	40	18
Special Math Instruction	26	16	9	12	37	18
Academic Counseling	23	8	20	2	47	10
Personal Counseling	26	12	20	--	48	12
Career Counseling	19	9	18	1	39	10
Reader Services	11	--	7	--	19	--
Notetaker Services	11	--	5	--	17	--
Learning Center Remediation	17	1	16	1	35	2
Speech Services	7	6	9	--	17	6
Occupational Therapy	1	--	--	--	1	--
Physical Therapy	2	1	1	--	3	1
Interpreters	4	2	3	--	7	2
Mobility Training	6	7	2	--	8	7
Adaptive Physical Education	21	19	13	--	36	19

[a]Count duplication permitted between Formal On-/Off-Campus programs

[b]Count duplication permitted between Informal On-/Off-Campus programs

[c]Count duplication permitted between All DD On-/Off-Campus programs

TABLE 8 : Supplement



Both Full- and Part-time Staff/Faculty work with DD students (see Tables 9 and 10). There are 207 Full-time and 383 Part-time staff who provide academic and counseling services. The two largest groups of personnel are DD Specialist-Instructors (60 Full-time, 118 Part-time) and Instructional Aides (52 Full-time, 138 Part-time).

The majority of respondents believed that DD students were being integrated into appropriate regular campus activities and programs (see Appendix A, Table 25). Fifty-eight percent affirmed appropriate integration, 27 percent responded that this was occurring in some sense, and 15 percent responded that they did not believe appropriate integration of DD students existed on their campus.

TABLE 9: Full-time Staff/Faculty Who Works With Developmentally Disabled (DD) Students in California Community Colleges[a]

Faculty/Staff	Formal DD Programs				Informal DD Programs				No DD Programs				Total Responses			
	Personnel		Colleges		Personnel		Colleges		Personnel		Colleges		Personnel		Colleges	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
DD Specialist (Instructor)	58	34.9	22	21.0	1	2.9	1	0.9	1	14.3	1	0.9	60	29.0	24	22.9
Counselor	12	7.2	10	9.5	9	26.5	9	8.6	1	14.3	1	0.9	22	10.6	20	19.0
Other	34	20.5	13	12.4	8	23.5	6	5.7	1	14.3	1	0.9	43	20.8	20	19.0
Instructional Aide	49	29.5	13	12.4	3	8.8	2	1.9	0	0.0	0	0.0	52	25.1	15	14.3
Learning Disabilities Specialist	3	1.8	3	2.9	10	29.4	9	8.6	3	42.8	2	1.9	16	7.7	14	13.3
DD Specialist (Coordinator)	10	6.0	9	8.6	1	2.9	1	0.9	1	14.3	1	0.9	12	5.8	11	10.5
Psychologist	0	0.0	0	0.0	2	5.9	2	1.9	0	0.0	0	0.0	2	1.0	2	1.0
Total	166	100.0	105	100.0	34	100.0	105	100.0	7	100.0	105	100.0	207	100.0	105	100.0

[a] Multiple responses permitted

TABLE 10: Part-time Staff/Faculty Who Work With Developmentally Disabled (DD) Students in California Community Colleges[a]

Faculty/Staff	Formal DD Programs				Informal DD Programs				No DD Programs				Total Responses			
	Personnel		Colleges		Personnel		Colleges		Personnel		Colleges		Personnel		Colleges	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Instructional Aide	98	32.6	24	22.9	39	51.3	15	14.3	1	16.7	1	0.9	138	36.0	40	38.1
DD Specialist (Instructor)	115	38.2	28	26.7	2	2.6	2	1.9	1	16.7	1	0.9	118	30.8	31	29.5
Counselor	16	5.3	13	12.4	12	15.8	12	11.4	2	33.3	1	0.9	30	7.8	26	24.8
Other	51	16.9	13	12.4	14	18.4	8	7.6	1	16.7	1	0.9	66	17.2	22	21.0
Learning Disabilities Specialist	6	2.0	6	5.7	5	6.6	5	4.8	1	16.7	1	0.9	12	3.1	12	11.4
Psychologist	7	2.3	7	6.7	2	2.6	2	1.9	0	0.0	0	0.0	9	2.3	9	8.6
DD Specialist (Coordinator)	8	2.7	6	5.7	2	2.6	2	1.9	0	0.0	0	0.0	10	2.6	8	7.6
Total	301	100.0	105	100.0	76	100.0	105	100.0	6	100.0	105	100.0	383	100.0	105	100.0

[a]Multiple responses permitted

Individual Education Programs (IEP) or Individualized Learning Plans (ILP) were maintained on assisted DD students by over 82 percent of Formal programs and 52 percent of Informal programs (see Appendix A, Table 26). When asked if a Multidisciplinary Team was used to develop a DD student's IEP/ILP, approximately 23 percent of all respondents replied in the affirmative, 35 percent did not use teams, and 42 percent occasionally utilized teams (see Table 11). When a Multidisciplinary Team was used, the primary members were the DD student, Regional Center Personnel, Counselor, College Handicapped Program Coordinator, Parent/Relative, and the DD Specialist (see Table 12).

One-third of college faculty and staff who provided courses/services for DD students received inservice training. Thirty-two percent of the respondents did receive inservice training on working with DD students, 40 percent did not, and 28 percent received some training (see Appendix A, Table 27).

Identification and Assessment Tools. Several questionnaire items addressed the issue of identification. Respondents indicated that approximately 50 percent or more of the referrals for a DD program came from, in rank order: 1) Parents/Relatives; 2) Public Schools; and 3) California Regional Centers for the Developmentally Disabled. Other referral sources which rated above 25 percent were: 4) Department of Rehabilitation; 5) Sheltered Workshops; 6) Social Service Agencies; and 7) Self-referral (see Table 13).

TABLE 11: Formal Multidisciplinary Team Conference Held to Develop a Developmentally Disabled (DD) Student's Individualized Education Plan (IEP) or Individualized Learning Plan (ILP)[a]

Conferences Held	Formal DD Program		Informal DD Program		No DD Program		Total Response	
	N	%	N	%	N	%	N	%
Yes	14	31.1	4	15.4	0	0.0	18	23.4
No	12	26.7	12	46.1	3	50.0	27	35.1
Sometimes	19	42.2	10	38.5	3	50.0	32	41.6
Total	45	100.0	26	100.0	6	100.0	77	100.0

[a] Missing Cases = 28

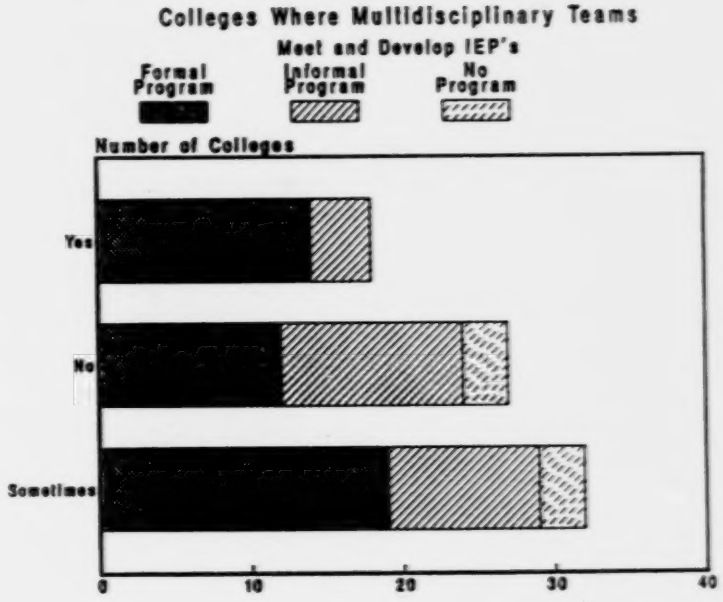


TABLE 12: Primary Members of Formal Multidisciplinary Team Conference for Developmentally Disabled (DD) Students[a]

Primary Members	Formal DD Programs		Informal DD Programs		No DD Programs		Total Responses	
	N	%	N	%	N	%	N	%
Student	25	75.8	9	64.3	2	66.6	36	72.0
Regional Center Personnel	19	57.6	6	42.9	0	0.0	25	50.0
Counselor	16	48.5	6	35.7	2	66.6	23	46.0
Enabler/ Coordinator	11	33.3	11	78.6	1	33.3	23	46.0
Parent/ Relative	16	48.5	6	42.9	0	0.0	22	44.0
Developmental Disabilities Specialist (DD)	19	57.6	1	7.1	1	33.3	22	44.0
Sheltered Workshop Personnel	11	33.3	1	7.1	0	0.0	12	24.0
Psychologist	7	21.2	3	21.4	0	0.0	10	20.0
Social Worker	7	21.2	2	14.3	0	0.0	9	18.0
Speech/Language Therapist	4	12.1	4	28.6	1	33.3	9	18.0
Physician	7	21.2	3	21.4	0	0.0	10	20.0
Total Programs	33	100.0	14	100.0	3	100.0	50	100.0

[a] Multiple responses permitted

TABLE 13: Sources Who Refer Possible Students for Developmentally Disabled (DD) Programs

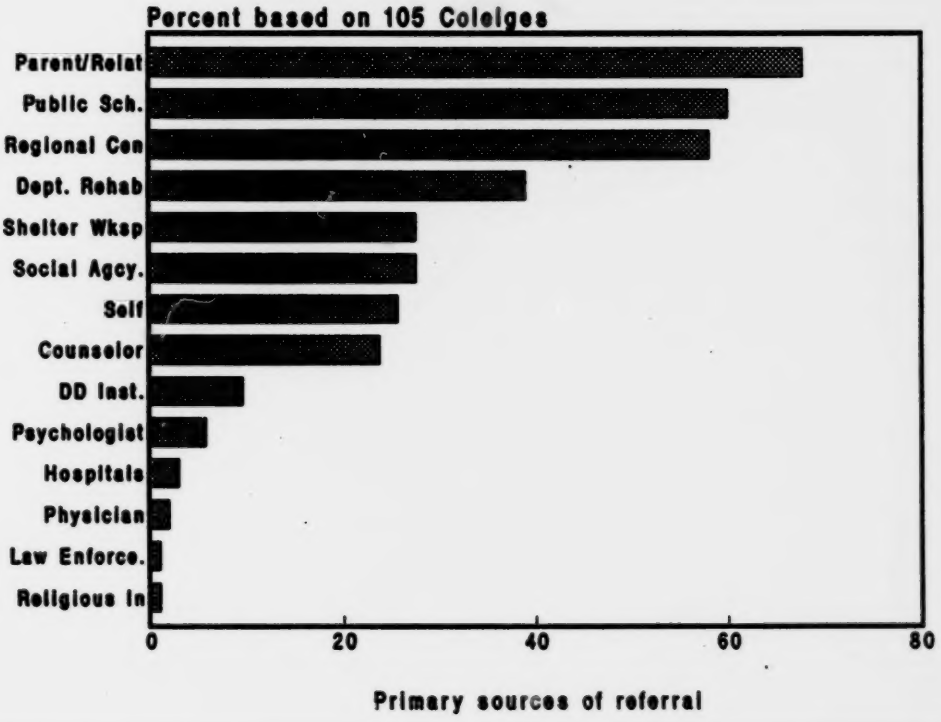
Source	Number of Responses[a]	Percent[b]
Parents/Relatives	68	67.8
Public School	63	60.0
Regional Center	61	58.1
Department of Rehabilitation	41	39.0
Sheltered Workshops	29	27.6
Social Service Agency	29	27.6
Self	27	25.7
Counselor	25	23.8
DD Specialist	10	9.5
Psychologist	6	5.7
Hospital (State or Private)	3	2.9
Physician	2	1.9
Law Enforcement Agency	1	1.0
Religious Institutions	1	1.0

[a] Respondents selected their five primary referral sources.

[b] Based upon 105 colleges.

TABLE 13 : Supplement

Sources who Refer Possible Students for Developmentally Disabled Programs



Intelligence Quotients (IQ) and/or Aptitude Standard Scores (SS) were an eligibility criteria in almost one-half of all Formal programs. Fifty-seven percent of these respondents indicated this as a DD program eligibility DD criteria sometimes or every time. Some 43 percent of Formal programs did not use IQ/SS as criteria. Informal programs responded differently; 18 percent did not use an IQ/SS criteria, 27 percent did sometimes, but 54 percent did not use an IQ/SS criteria for DD services eligibility (see Table 14). For those programs that did use IQ/SS as the criteria for placement in DD programs, four different scoring parameters were prevalent. An IQ/SS parameter of 85 or below was used by 25 percent of the respondents; IQ/SS 50 or below, 75 or below and 70 or below were each used by 22 percent of the respondents (see Table 15).

TABLE 14: Intelligence Quotient (IQ) or Aptitude Standard Score (SS) Component a Criteria for Developmentally Disabled (DD) Student Program Eligibility[a]

IQ/SS Criteria	Formal DD Programs		Informal DD Programs		No DD Programs		Total Responses	
	N	%	N	%	N	%	N	%
Yes	19	43.2	5	17.9	1	16.7	25	32.1
No	19	43.2	15	53.6	4	66.6	38	48.7
Sometimes	6	13.6	8	28.6	1	16.7	15	19.2
Total	44	100.0	28	100.0	6	100.0	78	100.0

[a] Missing Cases = 27

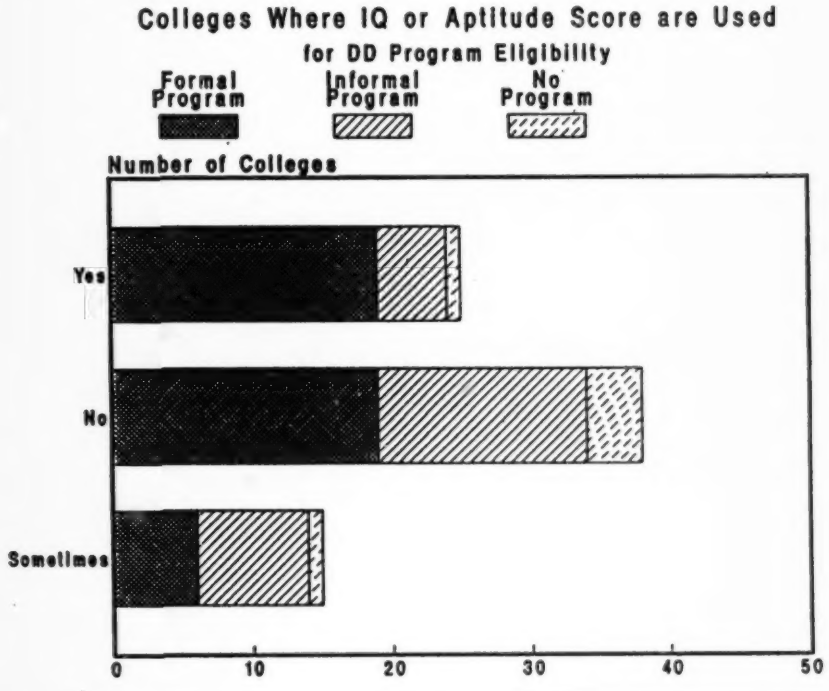


TABLE 15: Intelligence Quotient (IQ) or Aptitude Standard Score (SS) Parameters Used as the Criteria for Placement in Developmentally Disabled (DD) Programs[a]

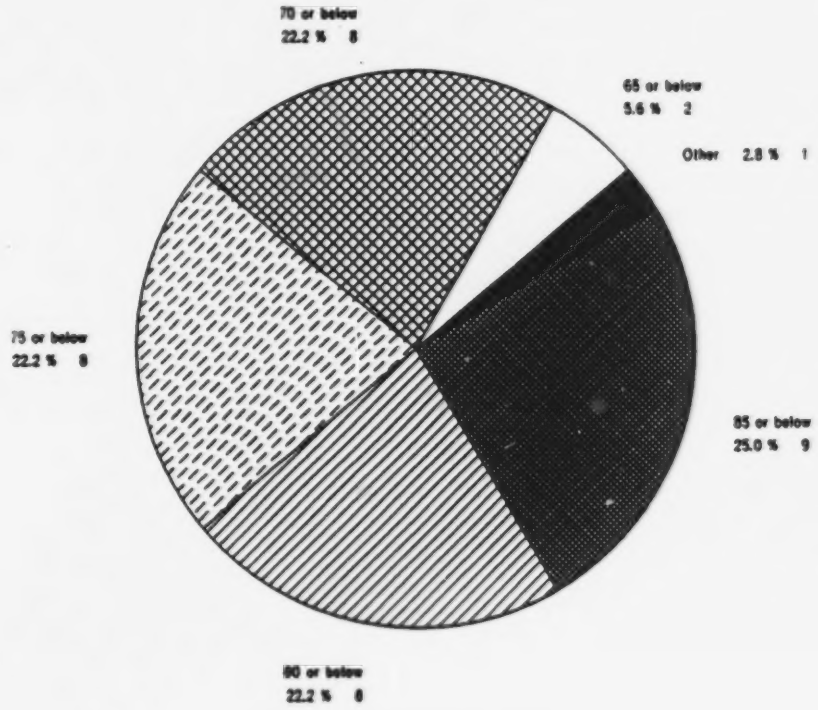
IQ/SS Parameter	Formal DD Programs		Informal DD Programs		No DD Programs		Total Responses	
	N	%	N	%	N	%	N	%
85 or below	7	33.3	2	15.4	0	0.0	9	25.0
80 or below	3	14.3	5	38.5	0	0.0	8	22.2
75 or below	5	23.8	3	23.1	0	0.0	8	22.2
70 or below	4	19.4	3	23.1	1	50.0	8	22.2
65 or below	1	4.8	0	0.0	1	50.0	2	5.6
Other	1	4.8	0	0.0	0	0.0	1	2.8
Total	21	100.0	13	100.0	2	100.0	36	100.0

[a]Missing Cases = 69

TABLE 15 : Supplements

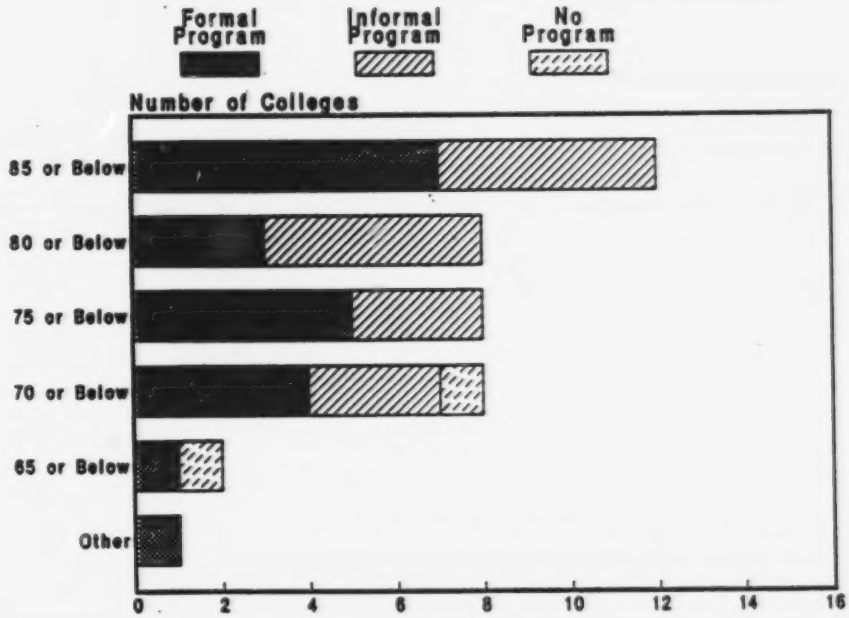
IQ Cut-Off used in the DD Programs

Operated in the California Community Colleges



Total Colleges Reported = 36 Missing = 69

IQ Parameters used for Placement Criteria



Prior testing was accepted from other agencies/institutions for the purposes of assessing and/or identifying DD students. Table 16 gives the results regarding these data. In all, 63 responding programs (77 percent) accepted prior test results, 15 colleges (18 percent) sometimes accepted prior testing, and four colleges (5 percent) did not accept any prior testing. Of those DD programs which accepted external sources of assessment information, four primary sources, in rank order, were: 1) Public Schools; 2) Regional Centers for the Developmentally Disabled; 3) Department of Rehabilitation; and 4) Psychologists (see Table 17).

Standardized assessments were given by 63 percent of all Formal DD programs. These normed, commercially-available tests were administered to potential DD students. An additional 19 percent of Formal DD programs did not employ these tests for identification purposes (see Table 18). Based upon 81 respondents from Formal, Informal and No DD Services, the figures become 57 percent who use standardized tests, 24 percent who do not, and 20 percent who sometimes utilize these tests for identification and assessment reasons. The five major areas addressed with these tools, in rank order, are: 1) Reading; 2) Arithmetic; 3) Over-all Achievement; 4) Intellectual Performance; and 5) Perceptual Skills (see Table 19). No other area was assessed by more than 50 percent of the respondents.

The six most widely-used tests by all DD programs for identification and/or assessment purposes appear on Table 20. Only three tests were used by more than one-half of the respondents with their DD students: the Wide Range Achievement Test-Revised (57 percent); the Wechsler Adult Intelligence Scale-Revised (55 percent); and the Woodcock-Johnson Psychoeducational Test Battery (55 percent).

TABLE 16: Prior Testing Accepted From Other Agencies/Institutions for the Purposes of Assessing/Identifying Developmentally Disabled (DD) Students [a]

Type of DD Program	Colleges That Accept Prior Testing					
	Yes		No		Sometimes	
	N	%	N	%	N	%
Formal	36	57.2	1	25.0	8	53.3
Informal	21	33.3	1	25.0	6	40.0
No Program	6	9.5	2	50.0	1	6.7
Total	63	100.0	4	100.0	15	100.0

[a]Missing Cases = 23

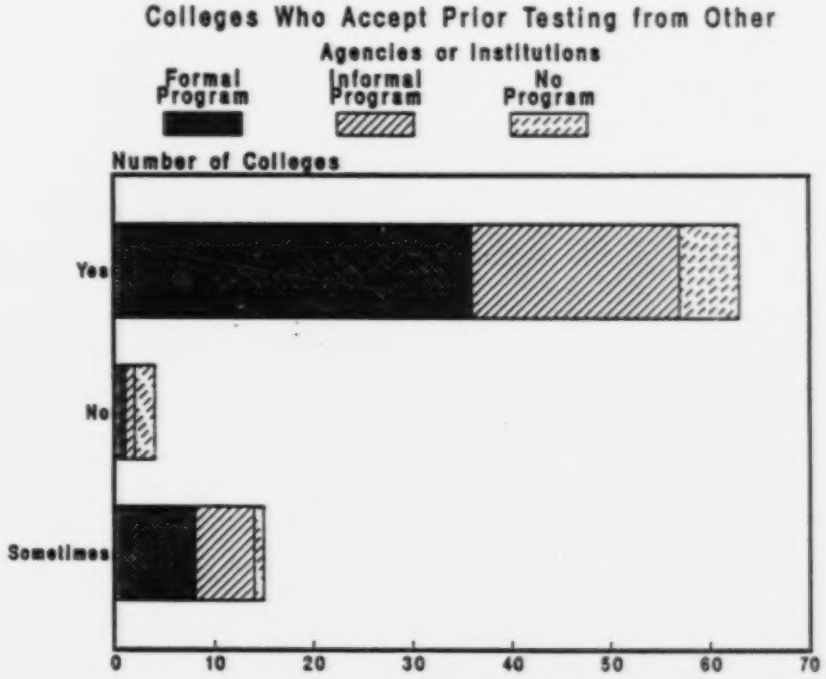


TABLE 17: Primary External Sources of Assessment Information on Developmentally Disabled (DD) Students[a]

External Source	Formal DD Programs		Informal DD Programs		No DD Programs		Total Responses	
	N	%	N	%	N	%	N	%
Department of Rehabilitation	31	67.4	14	42.4	3	11.5	48	43.8
Hospitals (Public or Private)	3	6.5	4	12.1	0	0.0	7	6.7
Private Schools	7	15.2	5	15.4	0	0.0	12	11.4
Public Schools	35	76.1	20	60.6	4	15.4	59	56.2
Psychologists	23	50.1	12	36.4	0	0.0	35	33.3
Regional Centers	37	80.4	16	48.5	3	11.5	56	53.3
Sheltered Workshops	14	30.4	2	6.0	0	0.0	16	15.2
Social Service Agency	7	15.2	2	6.0	0	0.0	9	8.6
Total Programs	46	100.0	33	100.0	26	100.0	105	100.0

[a] Multiple responses permitted

TABLE 18: Formal Assessments[a] Administered to Potential Students for Acceptance into California Community College Developmentally Disabled (DD) Programs[b]

Formal Assessment Administered	Formal DD Programs		Informal DD Programs		No DD Programs		Total Responses	
	N	%	N	%	N	%	N	%
Yes	27	62.8	15	53.6	4	40.0	46	56.8
No	8	18.6	6	21.6	5	50.0	19	23.5
Sometimes	8	18.6	7	25.0	1	10.0	16	19.7
Total	43	100.0	28	100.0	10	100.0	81	100.0

[a] Commercially-developed assessments

[b] Missing Cases = 24

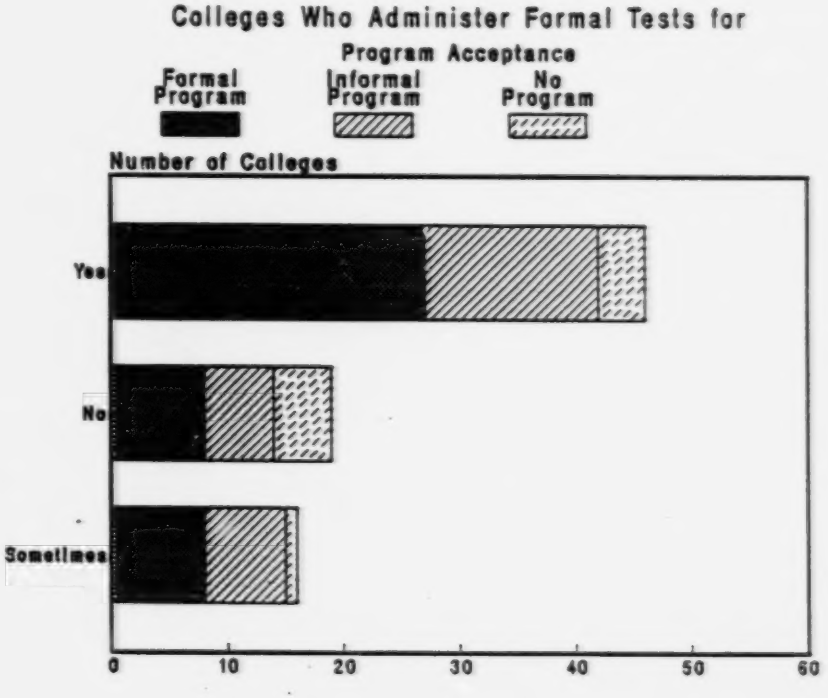


TABLE 19: Areas in Which Formal Assessments[a] Are Used to Identify Students for Developmentally Disabled (DD) Programs[b]

Assessment Areas	Formal DD Programs		Informal DD Programs		No DD Programs		Total Responses	
	N	%	N	%	N	%	N	%
Reading	31	88.6	17	77.3	5	100.0	53	85.5
Arithmetic	28	80.0	17	77.3	5	100.0	50	80.6
Over-all Achievement	27	77.1	17	77.3	4	80.0	44	71.0
Intellectual Performance	24	68.6	16	72.7	4	80.0	44	71.0
Perceptual Skills	19	54.3	14	63.6	4	80.0	37	59.7
Spoken Language	13	37.1	6	27.3	3	60.0	22	35.5
Independent Living Skills	10	28.6	1	4.5	0	0.0	11	17.7
Adaptive Behavior	7	20.0	3	13.6	0	0.0	10	16.1
Prevocational Skills	9	25.7	0	0.0	0	0.0	9	14.5
Vocational Skills	9	25.7	0	0.0	0	0.0	9	14.5
Basic Living Skills	7	20.0	0	0.0	0	0.0	7	11.3
Total	35	100.0	22	100.0	5	100.0	62	100.0

[a] Commercially-developed assessments

[b] Multiple responses permitted

TABLE 20: Six Most-widely Used Formal Tests[a] for Identifying or Assessing Developmentally Disabled (DD) Students[b]

Test	Formal DD Programs		Informal DD Programs		No DD Program		Total Responses	
	N	%	N	%	N	%	N	%
Wide Range Achievement Test - Revised (WRAT-R)	16	55.2	12	63.2	2	40.0	30	56.6
Wechsler Adult Intelligence Scale - Revised (WAIS-R)	16	55.2	10	52.6	3	60.0	29	54.7
Woodcock-Johnson Psychoeducational Battery (WJPEB)	12	41.4	13	68.4	4	80.0	29	54.7
Peabody Picture Vocabulary Test - Revised (PPVT-R)	11	37.9	5	26.3	2	40.0	18	34.0
Peabody Individual Achievement Test (PIAT)	10	34.5	4	21.1	0	0.0	14	26.4
Bender Visual-Motor Gestalt Test	4	13.8	3	15.8	1	20.0	8	15.1
Total	29	100.0	19	100.0	5	100.0	53	100.0

[a]Commercially-developed assessment

[b]Multiple responses permitted

TABLE 21: Informal Assessments[a] Administered to Potential Students for Acceptance in California Community College Developmentally Disabled (DD) Programs[b]

Informal Assessment Administered	Formal DD Programs		Informal DD Programs		No DD Program		Total Responses	
	N	%	N	%	N	%	N	%
Yes	17	38.6	4	15.4	1	10.0	22	27.5
No	21	47.7	17	65.4	9	90.0	47	58.8
Sometimes	6	13.6	5	19.2	0	0.0	11	13.7
Total	44	100.0	26	100.0	10	100.0	80	100.0

[a] Teacher-made or College-developed assessments

[b] Missing Cases = 25

Informal tests (teacher-made or community college-developed) were administered to potential DD students by less than a quarter of the California Community Colleges (see Table 21). Of the respondents, 27 percent gave informal assessments to identify DD students, 59 percent did not administer these tests, and 14 percent sometimes gave informal exams. The area most frequently assessed through informal tests was Spoken Language. However, when a potential student was assessed for a Formal DD program, three different areas were measured in greater frequency: Independent Living Skills, Basic Living Skills and Prevocational Skills. Table 22 offers the comparison results.

TABLE 21 : Supplement

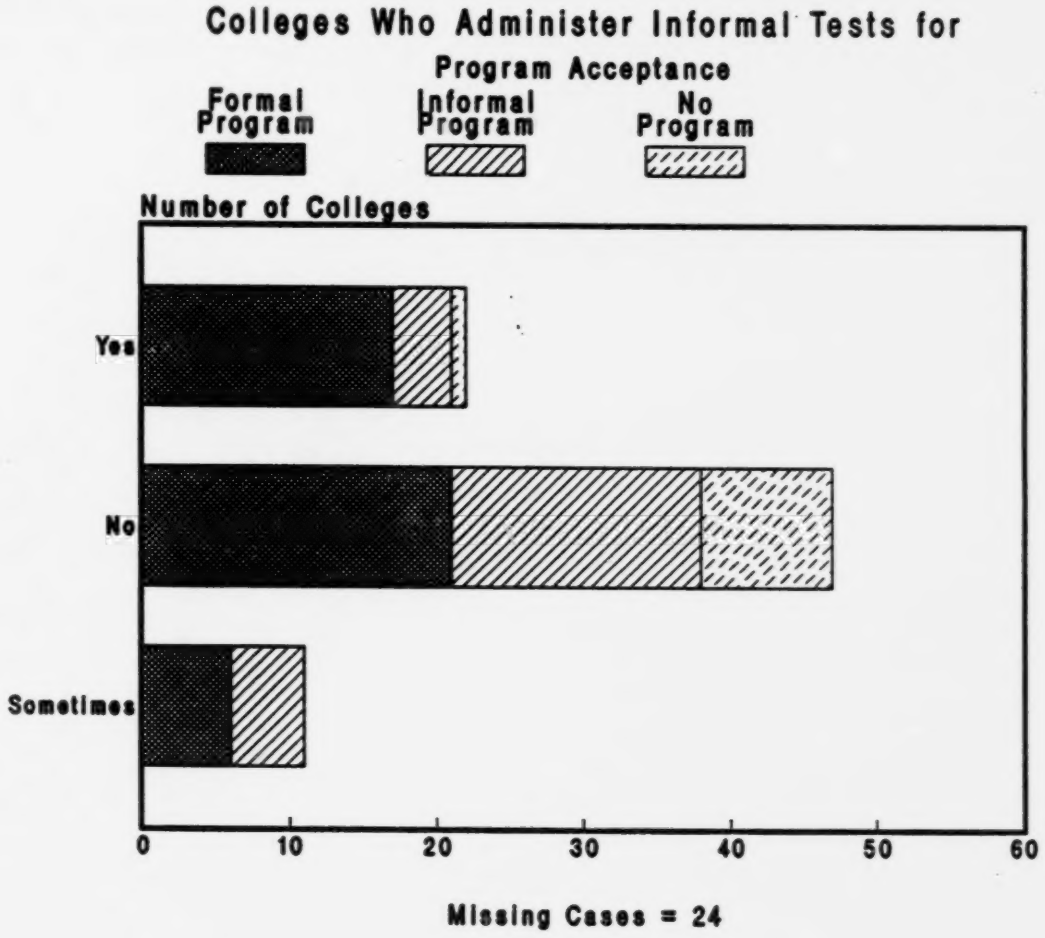


TABLE 22: Areas in Which Informal Assessments[a] Are Used to Identify Students for Developmentally Disabled (DD) Programs[b]

Assessment Areas	Formal DD Programs		Informal DD Programs		No DD Program		Total Responses	
	N	%	N	%	N	%	N	%
Spoken Language	11	47.8	7	77.8	1	100.0	19	57.6
Independent Living Skills	14	60.9	2	22.2	0	0.0	16	48.5
Basic Living Skills	14	60.9	1	11.1	0	0.0	15	45.5
Prevocational Skills	13	56.5	2	22.2	0	0.0	15	45.5
Adaptive Behavior	10	43.5	4	44.4	0	0.0	14	42.4
Perceptual Skills	11	47.8	3	33.3	0	0.0	14	42.4
Reading	8	34.8	6	66.7	0	0.0	14	42.4
Overall Achievement	9	39.1	4	44.4	0	0.0	13	39.4
Arithmetic	8	34.8	3	33.3	0	0.0	11	33.3
Vocational Skills	7	30.4	3	33.3	0	0.0	10	30.3
Intellectual Performance	4	17.4	3	33.3	0	0.0	7	21.2
Total	23	100.0	0	100.0	1	100.0	33	100.0

[a] Teacher-made or college-developed assessments

[b] Multiple responses permitted

Summary

In a survey of 106 California Community Colleges, it was found that 44 percent operated formal programs for the developmentally disabled, while an additional 31 percent provided informal services for the DD students. The total DD student population exceeds 7,000 with 92 percent of these students in formal programs and receiving full-services; six percent are in informal programs and eight percent receive limited-services. Of the colleges who provide services to DD students, a 4:1 ratio of DD students are in Off-campus vs. On-campus programs and a 5:1 ratio are in Non-credit vs. Credit programs. The college programs met the educational needs of DD students through a variety of ways: special classes, tutorial support, counseling and other auxilliary services. The California Community Colleges employ 207 full-time and 383 part-time staff who provide these academic and counseling services. IEP's or ILP's were maintained for DD students by over 82 percent of formal and 52 percent of informal programs. One-third of college faculty and staff who provided courses/services for DD students received in-service training.

One-half or more of the student referrals for a DD program came from parents/relatives, public schools and California's Regional Centers. Eligibility criteria for acceptance into a DD program included Intelligence Quotients and/or Aptitude Standard Scores in one-half of all formal programs; the majority of these programs used an IQ/SS parameter of 80 or below. Prior testing was accepted from other agencies/institutions by 77 percent of all formal DD programs. Sixty-three per cent administered normed, commercially available tests to program applicants. Three of these

tests were used by more than one-half of the respondents: the Wide Range Achievement Test - Revised; the Wechsler Adult Intelligence Scale - Revised; and the Woodcock-Johnson Psychoeducational Test Battery. Informal tests were administered to potential DD students by less than a quarter of the California Community Colleges.

Discussion and Recommendations

There are approximately 20 colleges in the state which do not serve DD students. Several of these colleges are large and located in or near metropolitan areas.

Recommendation 1. It is recommended that the 20 colleges which do not serve DD students be provided special support, assistance and encouragement to start providing services to this population. This assistance should be provided by the Chancellor's Office and/or by college peers.

It was found that colleges who have assumed the responsibility for the adult high school and adult education programs in their communities have developed fine programs for their DD students. Colleges who do not offer adult non-credit classes do not serve DD students since they are rarely mainstreamed into regular credit classes. This creates a problem of equity between college districts which offer non-credit classes and those which do not offer these classes. The result is that special programs and services are not available to DD students in all locations in the state.

Recommendation 2. It is recommended that Community colleges be encouraged to offer adult non-credit classes for this population which may be in addition to public school-run adult high school programs. This encouragement may take the form of special financial incentives to operate these classes, or special awareness programs directed at upper administrators.

There is a need for a standard identification and assessment procedure

in the state. There has been progress in this area at the state level, and a new Title V definition has been developed and may be adopted in Fall, 1986 by the State Board of Governors.

Recommendation 3. It is recommended that the proposed Title V definition for DD be operationalized. The state should develop identification criteria which are not based on a sole criteria such as an aptitude or IQ score.

It was found that 27% of the colleges use informal procedures for the identification and classification of DD students. These informal procedures are teacher-made or college-developed instruments. Frequently these instruments were used to evaluate independent living skills, basic living skills and prevocational skills. These measures are used by some colleges to identify students for DD programs.

Recommendation 4. It is recommended that all colleges use formal assessment procedures and instruments when identifying DD students.

Now that the California Community College Learning Disabilities Project is near completion, it is important for statewide program personnel to interface the DD identification process with the Learning Disabled (LD) identification. This means that common cut-off or identification criteria be set to ensure equity throughout the state.

Recommendation 5. It is recommended that a task force be formed which will develop criteria for the interface of the identification between the LD and DD programs.

When a new assessment/identification criteria is in place in the California Community College system, colleges must be assisted with the assessment process. This assistance must include training staff on the use of appropriate instruments and on the use of California identification/assessment criteria.

Recommendation 6. It is recommended that the Chancellor's Office develop opportunities for college staffs to receive training on the various assessment instruments used to determine program eligibility. In addition, the Chancellor's Office should develop a series of workshops to train campus staffs on the entire identification and assessment procedures and how the DD procedures interface with other identification procedures such as LD and Acquired Brain Injured (ABI).

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APPENDIX A

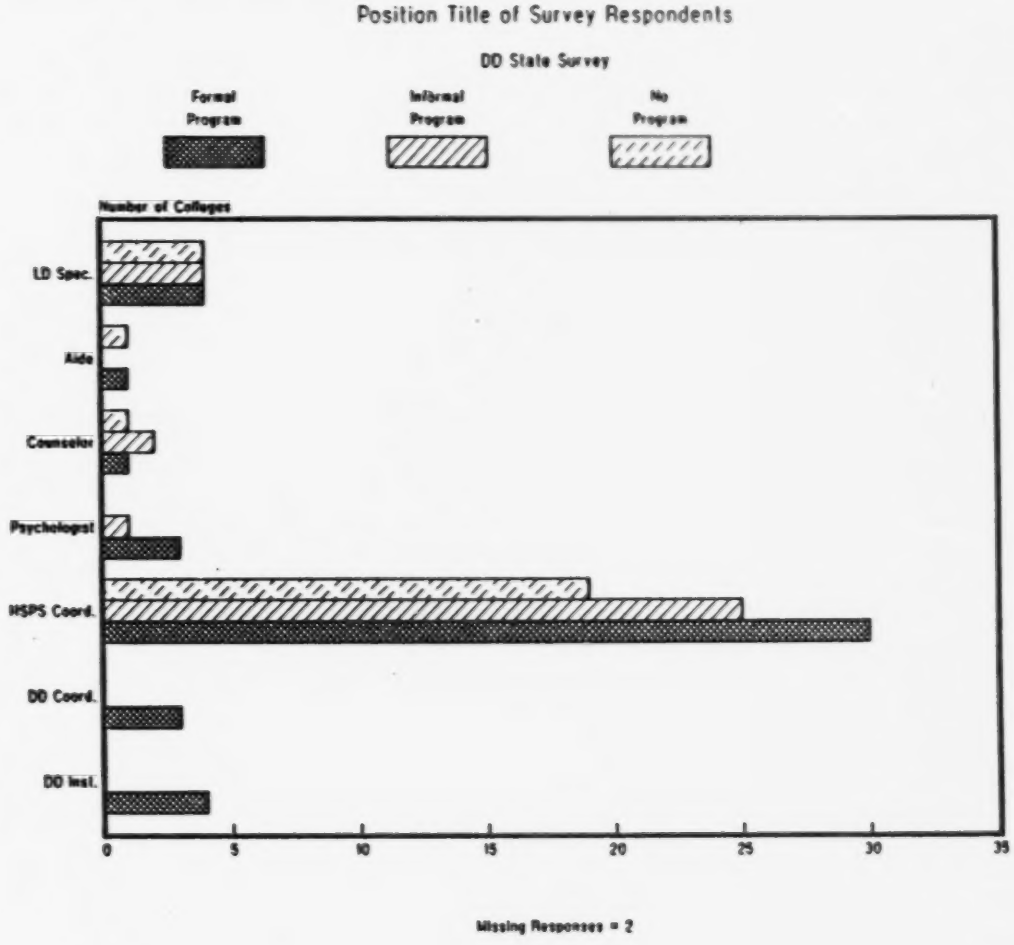
Additional Tables

TABLE 23: Position Title of California Community College Respondents to Developmental Disabilities' (DD) Questionnaire [a]

Title	Frequency of Respondents by Type of Program							
	Formal		Informal		No Program		Total	
	N	%	N	%	N	%	N	%
Handicapped Program Coordinator	30	65.2	25	78.1	19	76.0	74	71.8
Learning Disabilities (LD) Specialist	4	8.7	4	12.5	4	16.0	16	11.7
Developmental Disabilities (DD) Specialist (Instructor)	4	8.7	0	--	0	--	4	3.9
Psychologist	3	6.5	1	3.1	0	--	4	3.9
Counselor	1	2.2	2	6.3	1	4.0	4	3.9
Aide	1	2.2	0	--	1	4.0	4	3.9
DD Specialist (Coordinator)	3	6.5	0	--	0	--	3	2.9
Total	46	100.0	32	100.0	25	100.0	103	100.0

[a] Missing = 2 cases

TABLE 23 : Supplement



Missing Responses = 2

TABLE 24: Developmentally Disabled (DD) Students Concurrently Served by the Public School (K-12th) System

Type of DD Program	Colleges With Concurrently Served DD Students N	DD Students Concurrently Served N
Formal	3	75
Informal	1	12
No Program	1	10
Total	5	97

TABLE 25: Developmentally Disabled (DD) Students Integrated into Appropriate Regular Campus Activities and Programs [a]

Appropriate Integration	Formal DD Programs		Informal DD Programs		No DD Programs		Total Responses	
	N	%	N	%	N	%	N	%
Yes	24	54.5	19	65.5	4	50.0	47	58.0
No	8	18.2	1	3.4	3	37.5	12	14.8
Somewhat	12	27.3	9	31.0	1	12.5	22	27.2
Total	44	100.0	29	100.0	8	100.0	81	100.0

[a]Missing Cases = 24

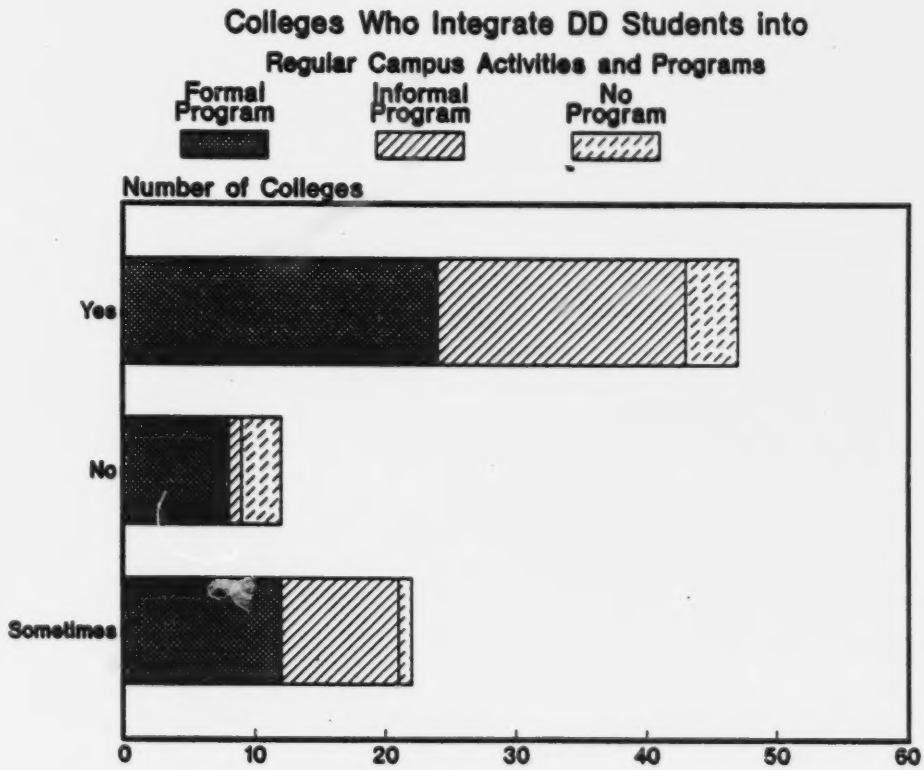


TABLE 26: Active Individual Education Programs (IEP) or Individualized Learning Plan (ILP) Maintained for Students in Developmentally Disabled (DD) Programs [a]

IEP/ILP Programs Maintained	Formal DD Programs		Informal DD Programs		No DD Program		Total Responses	
	N	%	N	%	N	%	N	%
Yes	35	81.4	16	69.6	3	42.9	54	74.0
No	5	11.6	6	26.1	3	42.9	14	19.2
Sometimes	3	7.0	1	4.3	1	14.3	5	6.8
Total	43	100.0	23	100.0	7	100.0	73	100.0

[a]Missing Cases = 32

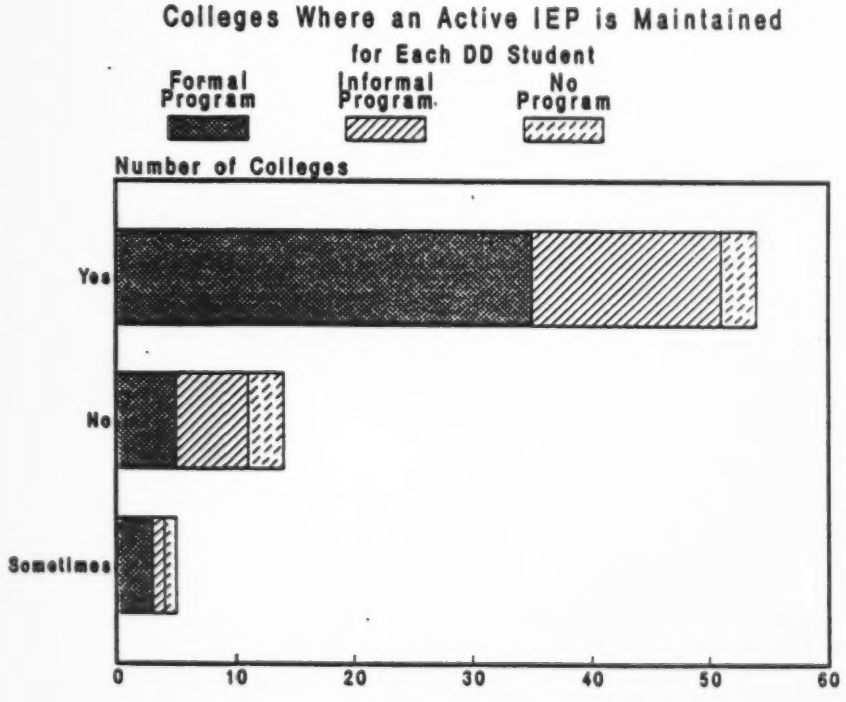
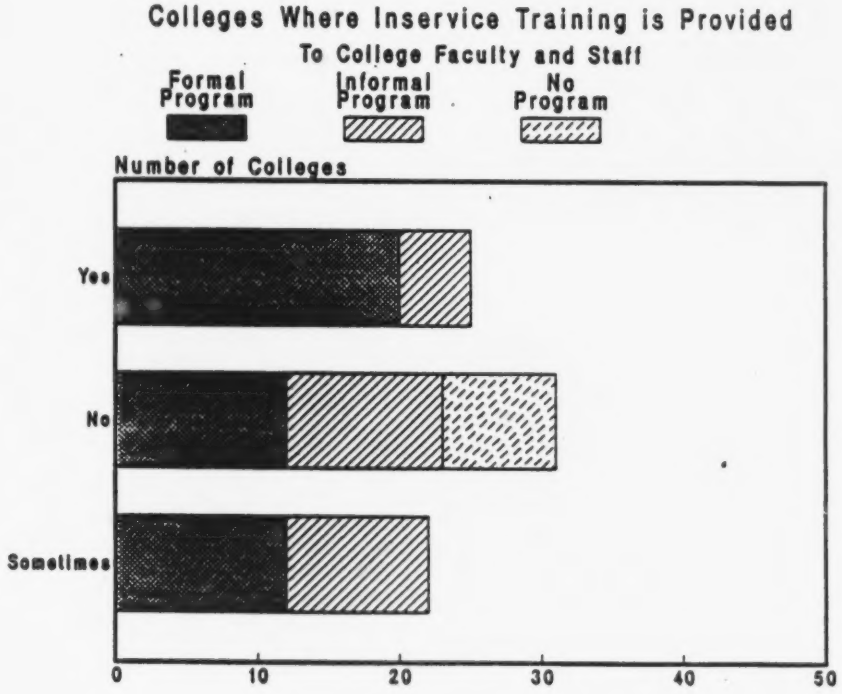


TABLE 27: Inservice Training Provided for Community College Faculty and Staff Who Provide Courses/Services for Developmentally Disabled (DD) Students [a]

Inservice Training Provided	Formal DD Programs		Informal DD Programs		No DD Programs		Total DD Programs	
	N	%	N	%	N	%	N	%
Yes	20	45.5	5	19.2	0	0.0	25	32.1
No	12	27.3	11	42.3	8	100.0	31	39.7
Sometimes	12	27.3	10	38.5	0	0.0	22	28.2
Total	44	100.0	26	100.0	8	100.0	78	100.0

[a] Missing Cases = 27



APPENDIX B

California Community Colleges
Offering Formal Programs for
Developmentally Disabled (DD) Students

TABLE B1: California Community Colleges Offering Formal Programs for Developmentally Disabled (DD) Students

Colleges	DD Students N	%
Coastline	906	14.0
San Francisco City	900	13.9
Fullerton	510	7.9
Chaffey	494	7.6
San Diego City	366	5.6
Vista	264	4.1
Butte	234	3.6
Modesto	225	3.5
Sierra	205	3.2
Napa	200	3.1
Santa Barbara City	198	3.1
Shasta	181	2.8
De Anza	166	2.6
San Diego Mesa	164	2.5
Long Beach City	159	2.4
Allan Hancock	145	2.2
Gavilan	134	2.1
Santa Monica City	120	1.8
Foothill	105	1.6
San Diego Miramar	86	1.3
Cabrillo	66	1.0
Glendale College	60	0.9
Redwoods	57	0.9
Mendocino	54	0.8
Desert, College of the	48	0.7
Mira Costa	46	0.7
Alameda	46	0.7
Cerritos	43	0.7
San Bernardino Valley	39	0.6
Siskiyous, College of	38	0.6
Lassen	36	0.6
Contra Costa	32	0.5
Taft	25	0.4
Fresno City	25	0.4
Imperial Valley	22	0.3
Rio Honda	21	0.3
Oxnard	14	0.2
Palo Verde	14	0.2
Mission	12	0.2
Los Angeles Mission	9	0.1
Ventura	6	0.09
West Valley	5	0.07
Cerro Coso	4	0.06
Barstow	2	0.06
Grossmont	1	0.03
Marin, College of	0	0.0
Total [46 Colleges]	6487	100.0

APPENDIX C

California Community Colleges
Offering Informal Programs for
Developmentally Disabled (DD) Students

TABLE C1: California Community Colleges Offering Informal Programs for Developmentally Disabled (DD) Students

College Name	DD Students N	%
Porterville	71	16.2
Compton	69	15.8
Merced	34	7.8
Palomar	32	7.3
Santa Rosa	31	7.1
Santa Ana	29	6.6
El Camino	25	5.7
San Joaquin Delta	23	5.3
Feather River	19	4.3
Monterey Peninsula	18	4.1
Victor Valley	10	2.3
Ohlone	9	2.1
Los Angeles Harbor	9	2.1
Diablo Valley	7	1.6
Westhills	7	1.6
Los Angeles City	5	1.1
Canyons, College of the	5	1.1
Pasadena City	5	1.1
Saddleback	5	1.1
Columbia	4	0.9
Solano	3	0.7
San Mateo	3	0.7
Cuesta	3	0.7
Laney	2	0.5
East Los Angeles	2	0.5
Canada	2	0.5
Citrus	2	0.5
San Jose City	2	0.5
Yuba	1	0.2
Los Angeles Trade-TE	1	0.2
Lake Tahoe	0	0.0
Riverside City	0	0.0
Hartnell	0	0.0
Total [33 Colleges]	438	100.0

APPENDIX D

California Community Colleges
Offering No Special Programs or Services
for Developmentally Disabled (DD) Students

TABLE D1: California Community Colleges Offering No Special Programs or Services for Developmentally Disabled (DD) Students

College Name	DD Students N	%
Antelope Valley	33	30.3
Cosumnes River	28	25.7
Bakersfield	17	15.6
Los Medanos	13	11.9
Evergreen	7	6.4
Los Angeles Valley	4	3.7
Crofton Hills	2	1.8
Cypress	2	1.8
Moorpark	2	1.8
Golden West	1	0.9
Chabot	0	0.0
Merritt	0	0.0
Sacramento City	0	0.0
American River	0	0.0
Orange Coast	0	0.0
Los Angeles Pierce	0	0.0
West Los Angeles	0	0.0
Skyline	0	0.0
Los Angeles Southwest	0	0.0
Mount San Jacinto	0	0.0
Kings River	0	0.0
Sequoias, College of the	0	0.0
Indian Valley	0	0.0
Cuyamaca	0	0.0
Mount San Antonio	0	0.0
Southwestern	0	0.0
Total [26 Colleges]	109	100.0

APPENDIX E

Questionnaire

COMMUNITY COLLEGES AND THE
DEVELOPMENTALLY LIMITED LEARNER (DLL): QUESTIONNAIRE

-60-

Please respond to all items (based upon most recent date unless otherwise specified)

1) Your college reported on the HSPS final excess cost report (CCC-SS-3, August, 1984) that they served _____ full services and _____ limited services Developmentally Limited Learners (L.D. Limited) students during the 1983/84 school year. Please complete the following questions indicating the types of activities your college provides for these DLL students. Your answers will be held in strict confidence and only summary information will be reported.

2) Title of Respondent (Please check the one that best applies):

1. ☐ Developmentally Limited Learner Specialist (Instructor)
2. ☐ Developmentally Limited Learner Specialist (Coordinator, DLL Program)
3. ☐ Coordinator/Enabler/College Specialist/Director (Total Handicapped Services)
4. ☐ Psychologist
5. ☐ Counselor
6. ☐ Aide
7. ☐ Other (identify)_____

3) Please check type of DLL Program in operation at your college.

1. ☐ Formal (Special Class or Tutoring Instruction, Standard Identification Process, DLL Specialist, Other Supportive Services)
2. ☐ Informal (Limited Special and/or Supportive Services)
3. ☐ None (No Special Services Provided)

4) Please indicate the NUMBER of DLL students in your service area who:

1. ☐ you estimate will be served this fiscal year.
2. ☐ were also served in the K-12 system during 1983/84 while attending your program.
3. ☐ are currently being served in the K-12 system.

5) Please indicate the NUMBER of DLL students currently served on-campus and/or off-campus (count-duplication permissible between on and off-campus sites):

1. ☐ Number of DLL students on-campus.
2. ☐ Number of DLL students off-campus.

6) Please indicate the FIVE major agencies/professionals who refer possible candidates for the DLL program. Indicate their priority by rank number (Example: 1. [1] Physician, 6. [2] Public School, etc.):

1. ☐ Physician
2. ☐ Counselor
3. ☐ DLL Specialist
4. ☐ Psychologist
5. ☐ Parents/Relatives
6. ☐ Public School
7. ☐ Law Enforcement Agency
8. ☐ Dept. of Rehabilitation
9. ☐ Social Service Agency
10. ☐ Religious Institution
11. ☐ Regional Center
12. ☐ Sheltered Workshops
13. ☐ Hospital (State or Private)
14. ☐ Self
15. ☐ Other_____

7) Do you accept prior testing from other agencies or institutions on potential or continuing DLL students for the purpose of assessment and/or identification?

1. ☐ Yes 2. ☐ No 3. ☐ Sometimes

If you responded "Yes" or "Sometimes," please indicate the primary sources of assessment information (you may have more than one response).

1. ☐ Regional Centers
2. ☐ Sheltered Workshops
3. ☐ Department of Rehabilitation
4. ☐ Social Service Agency
5. ☐ Private Schools
6. ☐ Public Schools
7. ☐ Hospitals (Private or Public)
8. ☐ Psychologists
9. ☐ Other (identify)_____

8) Is an Intelligence Quotient (IQ) or Aptitude Standard Score minimum a required component for determining DLL eligibility for your program?

1. ☐ Yes 2. ☐ No 3. ☐ Sometimes

If you responded "Yes" or "Sometimes," please indicate what IQ or Aptitude Standard Score measurement is used:

1. ☐ 85 or below IQ/SS
2. ☐ 80 or below IQ/SS
3. ☐ 75 or below IQ/SS
4. ☐ 70 or below IQ/SS
5. ☐ 65 or below IQ/SS
6. ☐ Other (describe)_____

_____

9) Please estimate the average length of time a student receives services through your DLL program (Example: One class, three hours per week x 18 weeks = 54 hours).

☐ Service Hours

10) Are Formal Multidisciplinary Team Conference held to determine a student Individualized Education Plan (IEP) or Individualized Learning Plan (ILP)?

1. ☐ Yes 2. ☐ No 3. ☐ Sometimes

If you responded "Yes" or "Sometimes," please indicate the Primary members who belong to the team.

1. ☐ Student
2. ☐ Parent/Relative
3. ☐ Psychologist
4. ☐ DLL Specialist
5. ☐ Enabler
6. ☐ Speech and Language Therapist
7. ☐ Counselor
8. ☐ Social Worker
9. ☐ Physician
10. ☐ Regional Center Personnel
11. ☐ Sheltered Workshop Personnel
12. ☐ Other (describe)_____

11) Is inservice training provided for college staff working with DLL students?

1. ☐ Yes 2. ☐ No 3. ☐ Sometimes

12) Please indicate NUMBER of your DLL students who participate in the college-credit program.

☐ Number of DLL students in the college-credit program

13) Please indicate the NUMBER of your DLL students who participate in the college non-credit programs.

☐ Number of DLL students in the college non-credit programs

14) Does your program administer Formal Tests (Commercially-developed) to identify or assess DLL students?

1. ☐ Yes 2. ☐ No 3. ☐ Sometimes

If you responded "Yes" or "Sometimes," please indicate those areas in which Formal tests are used regularly to identify or assess DLL students.

1. ☐ Overall Achievement
2. ☐ Reading
3. ☐ Spoken Language
4. ☐ Vocational Skills
5. ☐ Pre-vocational Skills
6. ☐ Basic Living Skills
7. ☐ Independent Living Skills
8. ☐ Intellectual Performance
9. ☐ Adaptive Behavior
10. ☐ Arithmetic
11. ☐ Perceptual Skills
12. ☐ Other (identify)_____

15) Does your program administer Informal tests (Teacher-made or College-developed) to identify or assess DLL students?

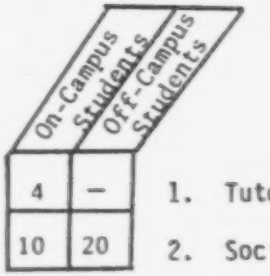
1. ☐ Yes 2. ☐ No 3. ☐ Sometimes

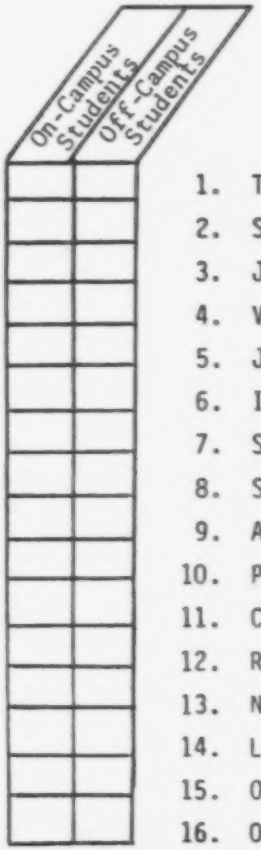
If you respond "Yes" or "Sometimes," please indicate those areas in which Informal tests are used regularly for assessment purposes.

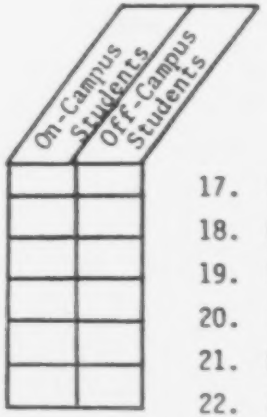
1. ☐ Overall Achievement
2. ☐ Reading
3. ☐ Spoken Language
4. ☐ Vocational Skills
5. ☐ Pre-vocational Skills
6. ☐ Basic Living Skills
7. ☐ Independent Living Skills
8. ☐ Intellectual Performance
9. ☐ Adaptive Behavior
10. ☐ Arithmetic
11. ☐ Perceptual Skills
12. ☐ Other (identify)_____

16) In what ways does your program assist DLL students? Please indicate the activity by listing the NUMBER of DLL students assisted under the column "On-Campus" Students (assisted in activity on the home-campus)" or "Off-Campus" Students (assisted at an off-campus site or program)." Student count duplication permitted.

Example:




On-Campus Students
Off-Campus Students
1. Tutorial support for academic courses.
2. Social skills training.
3. Job Readiness training.
4. Vocational training.
5. Job Development/Placement Services
6. Independent Living Skills instruction
7. Special Reading instruction (through DLL program).
8. Special Math instruction (through DLL program).
9. Academic counseling.
10. Personal counseling.
11. Career counseling.
12. Reader services.
13. Notetaker services
14. Learning Center available to provide appropriate remediation in reading, math, writing, etc.
15. Other (describe)_____
16. Other (describe)_____



7) Continued

Please list no more than SIX Formal Tests used most often in your program to identify or assess DLL students. Check the appropriate "Purpose" and "Evaluator" for each test listed.

PURPOSE													TESTS	EVALUATOR								
Achievement	Intellectual Performance	Perceptual Skills	Basic Living Skills	Independent Living Skills	Vocational	Arithmetic	Reading	Spoken Language	Adaptive Behavior	Pre-vocational Skills	Other			DLL Specialist	Psychologist	Speech Pathologist	On-Campus Staff	Counselor	Enabler	Off-Campus Staff	Other
													1.								
													2.								
													3.								
													4.								
													5.								
													6.								

18) Please indicate the Number of staff at your campus who work directly with DLL students:

	Full	Part-Time	
1.	☐	☐	DLL Specialist (Instructor)
2.	☐	☐	DLL Specialist (Coordinator, DLL Program)
3.	☐	☐	Instructional Aide
4.	☐	☐	Psychologist
5.	☐	☐	Social Worker
6.	☐	☐	Counselor
7.	☐	☐	Other (identify)_____
8.	☐	☐	Other (identify)_____

19) Are your DLL students integrated into appropriate (subjective-judgement) regular campus activities and programs:

1. ☐ Yes 2. ☐ No 3. ☐ Somewhat

If you answered "No" or "Somewhat," what areas (four maximum) would you like to see improved? Please describe:

a. _____

b. _____

c. _____

d. _____

20) Do you maintain an active Individualized Education Program (IEP) and or Individual Learning Plan for all students receiving services in your DLL program?

1. ☐ Yes 2. ☐ No 3. ☐ Sometimes

21) Please supply an example (name deleted, etc.) of your I.E.P./I.L.P. for DLL students.

22) Please supply a listing of your course titles and descriptions of special classes that are offered to DLL students.

23) Please list any additional comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE. PLEASE RETURN THE COMPLETED QUESTIONNAIRE IMMEDIATELY IN THE ACCOMPANYING, STAMPED ENVELOPE.

Dr. Bruce A. Ostertag Dr. Ronald E. Baker

ERIC Clearinghouse for
Junior Colleges
OCT 3 1 1986